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ABSTRACT

This annotated list of recommended English language arts curriculum guides is offered to publicize good curriculum planning and guide writing and to provide models for schools who are reviewing their programs and need a variety of sample frameworks, units, and lesson plans. The recommended guides are arranged by the year in which they were recommended (1978, 1979, and 1980), with each annotation providing the following information: the grade levels involved; a description of the content, aims, and objectives; and information on obtaining the guide. Following the lists, criteria are offered for planning and evaluating English language arts curriculum guides. Designed to apply to many different content emphases within the field of English language studies as well as the learning process, the criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (RL)

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RECOMMENDED

English Language Arts Curriculum Guides K-12

AND CRITERIA FOR PLANNING AND EVALUATION

1980

Edited by

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Foreword

The Educational Resources Information Center (ERIC) is a nationwide information system operated by the National Institute of Education (NIE) of the Department of Education as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 100,000 unpublished documents on all phases, levels, and subject areas of education. This is accomplished through ERIC's network of specialized centers or clearinghouses, each of which is responsible for acquiring, evaluating, abstracting, and indexing current significant documents within a particular educational area. The bibliographical information and abstracts for these documents are then listed in ERIC's monthly reference publication, *Resources in Education* (RIE).

ERIC/RCS, the ERIC Clearinghouse on Reading and Communication Skills, collects, analyzes, evaluates, and disseminates educational information related to research, instruction, and personnel preparation at all levels and in all institutions. The scope of interest of the Clearinghouse includes relevant research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials related to all aspects of reading, English, educational journalism, and speech communication.

One of the primary goals of ERIC and NIE is to transform the information found in the ERIC system into a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions of curriculum guides recommended by the NCTE Committee to evaluate Curriculum Guidelines and Competency Requirements. ERIC/RCS is pleased to assist NCTE in providing this continuing service to educators.

Bernard O'Donnell
Director, ERIC/RCS

Introduction

"Cheshire-Puss," she began, rather timidly, . . . "Would you tell me, please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the Cat. "I don't much care where—" said Alice. "Then it doesn't matter which way you go," said the Cat.

Lewis Carroll
Alice's Adventure in Wonderland, 1865

Curriculum guides are the answer to the teachers who question, with Alice, "would you tell me, please, which way I ought to go from here?" Many sincere teachers have sought direction in their curriculum building and have found help in the National Council of Teachers of English. Commissions, committees, journals, workshops, conventions, and publications are all available as long as the schools or teachers know ". . . where you want to get to." This volume of *Recommended English Language Arts Curriculum Guides K-12* is another attempt by the National Council of Teachers of English to help curriculum committees. NCTE's concern for curriculum can best be summed up in the following statement of NCTE past-president Alan Purves: "People, not things, are the focus of instruction. . . . That's why this is a response-centered program. It is not focused only on the child. . . . It's not subject-centered or child-centered. It deals with what happens when child meets subject."*

In order to plan a curriculum, the Committee to Evaluate Curriculum Guidelines and Competency Requirements prepared, through the cooperation of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), this annotated list of recommended guides for the benefit of those schools and agencies that are developing curriculum. The purpose of this list is to publicize good curriculum planning and guide writing in order to provide models for schools who are reviewing their programs and need a variety of sample frameworks, units, and lesson plans. The guides that are recommended in this annotated listing are available from schools and agencies responsible for producing the guides from the ERIC Document Reproduction Service (EDRS). A local curriculum committee can study these guides with a variety of considerations in mind: statements of philosophy, policies and procedures, objectives, organization, process as content, language activities, composition instruction, media, reading and literature, evaluation, and design. Another NCTE publication, *Aids to*

*Alan C. Purves, ed. *How Porcupines Make Love (notes on a response-centered curriculum)* New York: John Wiley and Sons, 1972.

Curriculum Planning: English Language Arts K-12, also gives samples for each of these areas.

Still another service to local curriculum planners is the review service provided by the Committee. When a school district sends in a guide for review, the members of the Committee examine the materials carefully, comment on the printed lists of review criteria, discuss the criteria, and make suggestions on a cassette tape which is sent back to the local school district. Those who submit guides receive this service free of charge. Most reviewing is done in late spring or early fall of each year, and usually takes from four to eight weeks. The Committee also serves as consultant to ongoing curriculum planning for those school districts or curriculum committees that solicit their service.

The Council regards local curriculum development as a professional activity of the highest order. The resources listed above, and the pages of this booklet, are testaments of this regard. We urge teachers everywhere to encourage and participate in continuous curriculum development. It's a vital part of what they do, and—aside from teaching—there is nothing more important.

Sr. Rosemary Winkeljohann
Associate Chair
NCTE Committee to Evaluate Curriculum
Guidelines and Competency Requirements

Selected Guides Reviewed and Recommended in 1980

Grades K-6

WRITING IS WITTY, RESPONSIVE, INTERESTING, K-6. St. Louis Public Schools. 1979. Available from Office of Instruction, St. Louis Public Schools, 911 Locust St., St. Louis, MO 63101 ($6.60; make checks payable to St. Louis Public Schools).

This guide contains activities for use in helping elementary school pupils increase the quality and quantity of their written expression. The first section of the book contains prewriting, writing, and postwriting activities designed to develop specific skills. The remaining eight sections offer prewriting, writing, and postwriting activities for writing 1) directions, 2) descriptions, 3) stories, 4) letters, 5) reports, 6) poetry, 7) journals, and 8) business-related materials. Appendixes contain a list of resource materials; suggestions for using films, filmstrips, and slides in writing instruction; and a list of recommended films and filmstrips. (CS 205865)

A COURSE OF STUDY IN ENGLISH LANGUAGE ARTS. K-6. Rochester, Minnesota, Public Schools. 1980. Available from Curriculum Office, Coffman Building, Rochester Public Schools, Rochester, MN 55901 ($12.00 per guide; send payment with request; make checks payable to Rochester Public Schools).

A series of seven individual, but related, teaching guides outline a public school district's English language arts curriculum for kindergarten through grade six. Each guide explains the district's overall philosophy and teaching goals and the philosophy behind the development of a curriculum that emphasizes the importance of language arts as a process that should be interwoven with every curriculum area. Also listed for each grade are a curriculum diagram, a scope and sequence chart, a summary of grade-level aims, and resources for the teacher. The major part of each guide presents additional resources, activities, and teaching techniques that emphasize concepts such as perception, listening, speaking, and writing. Extensive appendixes offer other resources, including a library program guide, suggestions for oral and written reports, lists of recommended films and books, and a selection of practices used by teachers in the district. (CS 205578-CS 205584)

A CURRICULUM GUIDE FOR TRADITIONAL ENGLISH PROGRAMS; GRADES 1-6. Bucks County Intermediate Unit #22. 1979. Available from Dr. Lawrence Martin, Project 81, Coordinator, Cross Keys Building, Routes 611 & 313, Doylestown, PA 18901 ($6.00; make checks payable to Bucks County Intermediate Unit #22).

Developed by a Pennsylvania school district for grades one through six, this guide is one of two documents outlining an English program that emphasizes punctuation, parts of speech, and grammar. For each grade level and topic, the guide lists the program objectives, instructional objectives, competencies, teaching activities, and required learning materials. (CS 205737)

Junior High

A CURRICULUM GUIDE FOR LANGUAGE ARTS SKILLS, GRADES 7 & 8. Bucks County Intermediate Unit #22. 1979. Available from Dr. Lawrence Martin, Project 81, Coordinator, Cross Keys Building, Routes 611 and 313, Doylestown, PA 18901 ($3.00; make checks payable to Bucks County Intermediate Unit #22).

Developed by a Pennsylvania school district for grades seven and eight, this guide is one of two documents outling an English program that emphasizes capitalization, punctuation, parts of speech, sentence patterns, usage, and literature. For each grade level and topic, the guide lists the program objectives, instructional objectives, competencies, teaching activities, and required learning materials. (CS 205738)

ENGLISH CURRICULUM GUIDE, GRADES 7-9. The International School of Brussels. 1980. Available from A. Purcell, International School of Brussels, 19 Kattenberg, 1170 Brussels, Belgium ($15.00; make checks payable to A. Purcell).

This literature-based guide has been designed to meet the needs of private school pupils in grades seven through nine whose abilities are average or above-average. A teacher new to the school should find the guide to be a clear and thorough presentation of the English program. The guide, which is very detailed, provides readings, booklists, and suggested assignments for each unit. Units at the seventh grade level are Animals, Adventure, Heroes and Myths, and Imagination and Fantasy. At the eighth grade level the units are The Future, Americana, Advertising, Values, and Fiction for Young Adults. Ninth grade units include the Short Story, Law and Justice, Man and Society, Shakespeare's *Romeo and Juliet*, and English in Reality (practical English for college-bound students). (Not available from EDRS.)

Secondary

MEASURE FOR MEASURE: A GUIDE FOR EVALUATING STUDENTS' WRITING. Grades 4-12. Massachusetts Department of Education/Pittsfield Public Schools. 1980. Available from Norman C. Najimy, Pittsfield Public Schools, 269 First St., Pittsfie[illegible]MA 01201 ($2.50; make checks payable to Pittsfield Public Schools, C[illegible]m Department).

This guidebook was developed by a team of elementary/secondary English teachers to help teachers of all subjects with the difficult tasks of evaluating students' expository writing and stimulating student growth in the art and craft of writing. The twelve parts of the guidebook deal with the following topics: guidelines for giving a writing assignment in subject area classes, criteria for good writing, evaluation as a step in the writing process, relative emphasis, analytical and holistic scoring, adapting holistic scoring to the classroom, holistic scoring as a pre-revision step, using correction symbols, and making comments to students about their writing. The final section offers examples of how teachers have applied ideas and techniques described in this booklet. (CS 205669)

MOUNTAIN VIEW HIGH SCHOOL ENGLISH DEPARTMENT SYLLABUS. Grades 9-12. Mesa Public Schools. 1980. Available from David L. Bacon, English Department, Mountain View High School, 2700 East Brown Road, Mesa, Arizona 85203 ($50.00; make check payable to Mountain View High School, Account #5310-73-65).

This syllabus provides the organizational framework, philosophy, and goals that were developed for a senior high school English department. The major portion of the syllabus consists of twenty required and elective course outlines and a list of recommended audiovisual material. Seventeen of the course outlines include a brief course description, a list of components that make up the course, the course objectives, and required text materials. Three of the courses (Critical Thinking and Writing/Writing the Research Paper; Fundamental English; and Literary Explorations) are discussed in greater detail with extensive examples of methods for developing each major course component. In addition to the usual required course offerings, electives cover such areas as grammar review and vocabulary development, creative writing, paperback literature, advanced placement English, and English and careers. (CS 205609)

Selected Guides Reviewed and Recommended in 1979

Grades K-12

COMPOSITION: K-12. Chelmsford, Massachusetts, Public Schools. 1978. Available from A. J. Temmallo, Coordinator of Language Arts, Chelmsford Public Schools, Curriculum Center, 31 Princeton Street, North Chelmsford, Massachusetts 01863 ($5.00). [ED 168 023, 115pp.]

This guide provides a sequence for teaching expository skills in writing from kindergarten to grade 12. Word, sentence, and paragraph objectives are stated for each grade level and, when appropriate, are accompanied by ideas and activities related to the objectives. A flow chart for compositional writing provides an overview of the program. Composition record charts are used to monitor student progress.

A WRITING GUIDE FOR MISSOURI SCHOOLS, K-12. Missouri State Department of Elementary and Secondary Education, Division of Instruction. 1979. Available from Missouri Statewide Testing, University of Missouri, Hitt Street, Columbia, Missouri 65211. For information contact Ruie Jane Pritchard, Missouri State Department of Elementary and Secondary Education, Box 480, Jefferson City, Missouri 65101. [Not available from EDRS]

A curriculum bulletin which gives direction for a composition program based on learning to write by writing. This philosophy, reflected in the activities and evaluation techniques suggested in this guide, has implications for the ways teachers plan and organize instructional activities for students.

Junior High

CURRICULUM GUIDE FOR JUNIOR HIGH SCHOOL ENGLISH, (GRADES 7, 8, AND 9). Revised Draft. Darien, Connecticut, Public Schools. 1978. [ED 161 076, 173pp.]

The instructional program outlined in this curriculum guide is designed to develop junior high school students' communication skills and their appreciation for and enjoyment of the communication arts. The first part of the guide deals with developing skills in written composition, grammar and usage, spelling, vocabulary, speech, and library skills. The section on written composition provides numerous suggestions for

effective writing, sample assignments and activities, and examples of effective writing. The other skills sections provide such aids as lists of grammar objectives and requirements, basic spelling and vocabulary lists, and suggestions for speech-making activities and library reference work. The second part of the guide discusses the reading of short stories and novels, mythology and the Bible, drama, and poetry. Numerous literary works are recommended for each of the categories, while specific activities, composition topics, and approaches to the works are suggested. An appendix provides brief descriptions of optional units that combine work in language, literature, and composition.

Secondary

THE ENGLISH PROGRAM OF JOHN PIERSOL McCASKEY HIGH SCHOOL. Grades 10-12. School District of Lancaster, Pennsylvania. 1978. Available from Morris E. Krape, Jr., Program Specialist, School District of Lancaster, 225 W. Orange Street, Lancaster, Pennsylvania 17602 ($7.50, make check payable to School District of Lancaster). [ED 170 778, 591 pp.]

The McCaskey English Program, bound in a durable, two-inch loose-leaf notebook, contains a description of the modified elective program implemented in 1978 in an urban high school of 2000 students. The program features five interrelated English curricula, each with specific requirements and options. Included are short descriptions of 40 semester and full-year courses in academic, business English, comprehensive, community/career, and reading curricula. A complete syllabus is given for each course. Some of the courses described are: American literature, contemporary novel, mystery/detective stories, mythic man, literature of other cultures, newspaper production, and oral interpretation. The book is updated annually to reflect curricular changes.

WRITING EVERY DAY GENERATES EXCELLENCE [WEDGE]: A MANUAL FOR THE SECONDARY SCHOOL ENGLISH CLASS. Secondary level with adaptations for elementary. New York City Board of Education. 1978. Rev. ed. 1979. Available from Sue Aaron, Center for Curriculum Development, 6th Floor, 131 Livingston Street, Brooklyn, New York 11201 ($5.00, make check payable to Auditor, Board of Education). [Not available from EDRS]

WEDGE (Writing Every Day Generates Excellence) is a manual for the secondary school English class, with adaptations for the elementary

grades. Based on the premise that writers learn to write by writing, WEDGE focuses first on ways to create a classroom climate which fosters communication and then on techniques and skills to help young writers say what they want to say as effectively as possible. Included are a checklist for the model writing classroom; ten introductory lessons (language play, journal writing, free writing, suiting language to audience, emulation); modes of writing; meshing writing with literature; revising, editing, proofreading; responding and evaluating; sentence sense and mechanics; objective tests and writing sample topics; and student writing.

Selected Guides Reviewed and Recommended in 1978

Grades K-12

ENGLISH LANGUAGE ARTS, READING SECTION, K-12. New York State Education Department. 1972. Available from Publication Distribution Unit, Room 169 EBA, State Education Department, Albany, New York 12234 ($.50). [ED 032 309, 86pp.]

This handbook, which suggests activities to help students acquire and improve reading skills, is divided into the following seven units: vocabulary development—word attack skills and vocabulary acquisition skills; reading comprehension; critical and interpretive reading; work study habits; locating information in books and using reference works; rate of reading; and oral reading. All units, based on the sequential learning approach, present objectives and activities for grade levels kindergarten through three, four through six, seven through nine, and ten through twelve. Skills that students are expected to have acquired at the completion of each unit are listed.

ACTION LEARNING: ENGLISH/LANGUAGE ARTS, K-12. North Carolina Department of Public Instruction. 1977. Available from Denny Wolfe, Director of Division of Languages, State Department of Public Instruction, Raleigh, North Carolina 27604 ($3.00). [ED 154 383, 150pp.]

Written by teachers for teachers of English and language arts in kindergarten through grade 12, this book presents 50 projects and activities that actively involve students in the processes of their learning experiences. Each project includes a statement of objectives, a brief description of the project, procedure for the teacher and the students, and evaluation. The 50 projects are grouped into 4 sections: producing books, magazines, and newspapers; using media; curriculum drama; and new directions, such as debate, collage, career day, and map-making. A bibliography is included after each section.

BACKDROP, K-12. Metropolitan Public Schools, Nashville-Davidson County. 1978. Available from Lucille Nabors, 2601 Bransford Avenue, Nashville, Tennessee 37204. [Not available from EDRS]

Backdrop is an apt title for this volume, which gives the philosophical, theoretical, and additudinal background for all of the volumes that are to follow from the Metropolitan Nashville-Davidson County School District. With the work of experts, parents, teachers, and children, a series of materials have been and are being produced concerning the

entire communication program. This volume gives an excellent background for anyone preparing curriculum.

THE SKILLS CONTINUUM AND INSTRUCTIONAL FLOW FOR THE COMPREHENSIVE COMMUNICATIONS/READING PROGRAM, K-12. Metropolitan Public Schools, Nashville-Davidson County. 1978. Available from Lucille Nabors, 2601 Bransford Avenue, Nashville, Tennessee 37204. [Not available from EDRS]

The purpose of this publication is to provide students, teachers, parents, and other citizens with a listing of the learning expectancies in communications and reading for students in the Metropolitan Public School District of Nashville-Davidson County. Because learning is spiral in nature and some learning is dependent upon prerequisite learning, most of the skills involved in reading, writing, talking, listening, and understanding the genres of literature start early. All of these skills require maintenance and increasingly sophisticated levels of operation. This volume, one in a series of many, gives an overview of the entire skill program in every area of communication.

Elementary: Primary Grades

READING TECHNIQUES, ACTIVITIES, WORDS, IDEAS, FUN, GAMES, Primary Grades. Division of Curriculum Services, St. Louis Public Schools. 1976. Available from Anne E. Price, Division of Curriculum Services, 1517 S. Theresa Avenue, St. Louis, Missouri 63104 ($8.25). [ED 136 203, 362pp.]

This is a loose-leaf book of lessons, games, teaching strategies, and activities. It is divided into four major sections—perceptual skills, comprehension strategies, comprehension skills, and study skills—and the pages are color-coded to suggest levels of difficulty. Many of the pages can be used to make duplicating masters for individual pupil worksheets to reinforce or reteach specific reading skills. This resource book was compiled by a committee of classroom teachers; who synthesized the many creative ideas contributed by teachers and curriculum specialists.

Middle School: Grades 4-6

WILMINGTON READING CURRICULUM: A GUIDE TO TEACHING READING 4-6. Wilmington Public Schools. 1977. Available from Carol Sager, Director of Reading K-12, Wilmington Public Schools, Wilmington, Massachusetts 01887. [ED 151 765, 350pp.]

This guide is meant to be used together with the K-3 guide. It is based on the belief that reading is an on-going process and that student needs, not age or grade level, should dictate the presentation of reading skills and activities. Reading is seen as thinking—a necessary component of all learning—and it is felt that instruction in reading should be integrated throughout all areas of the curriculum. Through these guides, the authors have tried to present a reading program that develops the basic skills students need in order to read with ease and satisfaction, that helps students to use reading as a tool for learning, that fosters appreciation of literature, and that develops lifelong interest in reading for enjoyment.

Secondary: Grades 7-10

LIKE LANGUAGE! 3, GRADES 7-10. Halton Board of Education. 1976. Available from Ian Fraser, Box 184, Burlington, Ontario, Canada L7R 3Y2. ($10.00, make check payable to Language Associates, Canada.) [Not available from EDRS]

Theory and research have abundantly confirmed what sensitive teachers have always known: language is various; students are various; and students develop skills, knowledge, and attitudes in English/Language Arts across a wide and broken front. In practical terms, this means that no English curriculum designer can presume to set forth the one correct learning sequence. A curriculum must facilitate but never replace the professional judgment of teachers who alone best know the strengths and needs of particular students. This is the aim of *Like Language!*—to serve as a clear-cut display of objectives from which teachers may select as they plan personalized themes, units, and courses.

WRITING IN THE WILD YOUNG SPRING: TEACHING COMPOSITION 4-12. North Carolina Department of Public Instruction. 1978. Available from Denny Wolfe, Director of Division of Language, State Department of Public Instruction, Raleigh, North Carolina 27604 ($2.75). [ED 154 387, 300pp.]

Composed by English teachers at the elementary, secondary, and college levels, this book presents practical methods and materials for teaching writing. Part one contains essays on issues related to teaching writing; part two describes over 100 practical ideas for classroom use, each of which includes the rationale, objectives, procedure for students and for the teacher, and evaluation. These classroom lessons are categorized into three groups: those appropriate for grades four through six, seven through nine, and ten through twelve.

Secondary: Grades 9-12

LANGUAGE THROUGH LOGIC. Ungraded–can be used 9-12. Jordan School District. 1977. Available from Argie Carmichael, 44 Santa Rosa Place, West Jordan, Utah 84084. [Not available from EDRS]

This study of the English language is designed to help students master basic English by mastering the rhetoric of the English sentence. The study is organized inductively, requiring students to generalize grammatical principles from given data. These principles then form the basis for seminar discussions. The study examines sentence patterns and emphasizes the variety of methods available to the student writer for communicating ideas with the English sentence. An extensive section on logical thinking is also included.

UNDERSTANDING LANGUAGE: ENGLISH 8-12. Prince George School District, #57. 1977. Available from Bob Strain, Assistant Coordinator, English Language Arts, School District #57, 1894 9th Avenue, Prince George, British Columbia, Canada V2M 6G6 ($8.50). [Not available from EDRS]

Understanding Language is the secondary resource guide of language and writing skills developed in Prince George, British Columbia. It is an objective-based curriculum guide correlating local goals, outcomes, and objectives with those of the province. Suggested materials and methods are described. Classifications are made in a scope and sequence chart of what is required, what is recommended for extension, and the grade levels by which particular skills should be mastered.

Criteria for Planning and Evaluation of English Language Arts Curriculum Guides (Revised)

Introduction

To perform the task of curriculum evaluating, the Committee to Evaluate Curriculum Guidelines has developed and repeatedly revised its "Criteria for Planning and Evaluation of Curriculum Guides," trying to keep up with trends set by the best curriculum practitioners. These criteria were established with several objectives in mind. First, with these criteria each member of the Committee has a uniform tool with which to evaluate the curriculum guide. In line with this first objective, the subcommittee that developed the criteria* felt that each guide should be evaluated as a unique guide, not directly compared to other guides throughout the Unites States. Secondly, the criteria serve to help schools and other educational agencies develop and evaluate curricula designed to guide teachers. The Committee also hopes that the criteria will be a possible change agent. The evaluation instrument was designed to apply to many different content emphases within the field of English-language studies, along with the learning process, organization, methodology, and language versatility. The criteria and the annotations are a kind of synthesized set of Utopian standards with definite biases that the Committee readily acknowledges. So far no single guide has "met" the standards for the criteria.

School districts wishing to have guides evaluated should mail one copy to the NCTE Committee to Evaluate Curriculum Guidelines, 1111 Kenyon Road, Urbana, Illinois 61801. It would help the Committee to have in addition a statement containing information about the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. The evaluation process normally takes from four to eight weeks. There is no charge for this service.

* The subcommittee included Richard Adler, University of Montana; Thomas X. Corbett, Cincinnati Public Schools; Allan Dittmer, University of Nebraska; David Kives, Rolling Meadows High School, Illinois; William J. Scannell, University of Texas, Austin; and Sr. Rosemary Winkeljohann, University of North Dakota.

PHILOSOPHY: What We Subscribe To

This guide . . .

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.

   Philosophy is what we believe, and it's a good thing to get out in the open.

2. has content that follows logically and consistently from its statement of philosophy.

   If a philosophy doesn't guide decision-making, it's largely useless.

3. promotes a natural, organic integration of language arts experiences.

   Things ought to go together.

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

   Language is primarily a living process, not an artifact.

5. stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

   The best chance for stimulating learning is to start where the kids are.

6. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   Who's it for anyway? Complete involvement in the process is ideal.

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   Nobody ever really wins. The business of the classroom is cooperation: between teachers and students, and students and students.

8. indicates that successful experiences in language development are essential for all students.

   Success comes in all colors, shapes, and sizes. All kids need to succeed in school.

POLICIES AND PROCEDURES: How We Operate

This plan . . .

1. helps free teachers by explaining their responsibilities and by suggesting the possibilities open to them.

School systems usually have expectations, and it's a good thing for teachers to know their options.

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   The nuts and bolts ought to be specified, not just guessed at.

3. supports the view that curriculum building is an ongoing process.

   Curriculum, like kids, keeps changing—or at least it should. There ought to be a plan and somebody to make sure it happens.

4. reflects the interaction and cooperation of members of the total educational community.

   Everybody should have a say, and they ought to be listened to.

5. encourages continual inservice training and professional improvement for all teachers.

   Change is continuous, as is the learning process.

OBJECTIVES: What We Hope Will Happen

This guide . . .

1. has objectives that follow directly from the philosophy.

   "What you see is what you get!"

2. sets clear objectives for all the major components of the English curriculum.

   Say what you want to happen so that it makes sense to you and anybody who reads it.

3. states objectives in a manner which facilitates recognition and description of progress.

   An objective can be a useful thing if it helps you to focus on what kids do.

4. distinguishes teacher objectives from student objectives.

   What teachers do should be differentiated from what students do.

5. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptibly, and some processes are not easily broken into steps or levels of achievement.

6. recognizes that cognitive and affective behavior are inseparable in actual experience.

   Thoughts and feelings interact continuously.

7. contains objectives for improving language performance, as well as perceiving more clearly what others do with language.

   Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.

ORGANIZATION: How We Channel the Flow of Energy

This plan . . .

1. makes clear how particular units, lessons, and/or procedures are related to the total English program.

   Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.

2. suggests a possible workable sequence of basic communication skills.

   A suggested logical order is helpful even if it can't always be followed by particular children.

3. organizes major aspects of the language arts to provide directions for planning.

   Themes are a pretty good way to organize a curriculum but not the only way.

4. regards textbook materials, if used, as resources rather than courses of study.

   Textbooks don't equal the curriculum—at least not in the best programs. Teachers and kids and parents are the real resources.

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   Classrooms are not conveyor belts in the factory of learning. It's the things that happen on the way that count.

6. supplies specific procedures which will enable teachers to help their students to become increasingly independent.

   Dependency is learned, but so is independence.

7. reflects the principle that the students themselves should often generate learning activities.

   Kids are natural learners who sometimes learn to be uncurious and unquestioning. They learn when we let them.

PROCESS AS CONTENT: The Ways That Students Experience

This guide .

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.

   No method is sacred; each is useful for a different purpose. In many schools, however, more emphasis needs to be placed on inquiry.

2. contains activities that have a "problems" or "questions" focus.

   Documents from the past or problems from the present or future should often be used to promote training in inquiry.

3. arranges its inquiry approach so that students gain confidence in their problem-solving abilities.

   An "inquiry attitude" is learned through successive and successful encounters with problems that can be solved.

4. indicates methods to promote cooperative interaction among students.

   Classroom experiences should provide guided practice in group dynamics.

5. has strategies to encourage each student to discover and extend his own ways of perceiving and learning.

   Because each student has a unique perception of experience, it is essential for him to develop his own growing analytic and creative powers.

6. stipulates ways to focus conscious attention on the processes of inquiry and learning.

   Inquiry processes—learning how to learn—are probably the most important activities that students and their teachers can engage in.

LANGUAGE

This guide . . .

1. suggests that the content of language study often comes from real life.

   Language is as real and personal as each individual.

2. provides for study of conventional areas of linguistics.

   Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).

3. suggests study of unique customs of specific language areas.

The "languages" of advertising, politics, religion, and many other human activities are worth studying. Teachers need to ask the right questions about the ways these languages work.

4. provides for frequent imaginative use of language in student-created and student-moderated groups.

   Improvised drama, role-playing, task groups, and brainstorming are ways that kids can explore language. Imagine what it would be like if. . . . Then talk it out.

5. reflects knowledge of current or recent developments in modern language theory.

   Some of the new grammars work better than the old ones because they describe our language more precisely.

6. suggests activities that help students learn the difference between grammar and usage.

   Grammar is primarily the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

   The analysis of grammar is different from processes of composing.

8. recognizes the assets of bidialectal, bilingual, and non-English-speaking children in exploring language concepts.

   We live in a pluralistic society.

9. suggests activities that help students acquire or expand their facility to understand and use the English language.

   The basis for all language is experience.

10. recognizes the importance of children accepting their "home-rooted" language, as well as that of others.

    Positive self-concepts help kids to become more "open" people.

COMPOSITION: How We Shape Language and Ourselves

This guide . . .

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.

   Composing requires an orchestration of experience. There are different ways to say things, and all are worthy of investigation.

2. emphasizes the significance of composing as a means of self-discovery.

   E. M. Forster said, "How can I know what I think 'til I hear what I say?"

3. recognizes the importance of the composing processes as ways of bringing order to human experience.

   Composing is a way to make sense of our world.

4. has activities designed to stimulate composing.

   Precomposing experiences, if important to kids, can help stimulate more worthwhile writing.

5. recommends that composing should often occur in small groups.

   Kids can help each other shape their thinking.

6. affirms that composing is always creative.

7. suggests that composing stems from meaningful precomposing experiences.

   The better the input, the better the output. Creation requires stimulation.

8. recommends that composition should occur for different purposes and usually for audiences other than the teacher.

   Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing whom you're talking to and why.

9. recommends that composing should occur in an atmosphere of maximum sharing.

   Let kids help each other.

MEDIA: "The Medium Is the Message"

This guide . . .

1. promotes audiovisual as well as verbal literacy.

   Students need to explore the relationships among visual, verbal, and kinesthetic communication.

2. acquaints teachers with the characteristics and potential use of various media.

   The electronic age is with us. Are we with it?

3. suggests ways of involving students in using media.

A pen and ink is just one voice. Kids need the options of communicating with color, motion, and sound.

4. suggests specific media supplements for learning activities.

   The media are like extension cords; they plug into a wider world.

5. lists media resources available to teachers, and specifies procurement procedures.

   What's available and how do you get it? Media doesn't get used unless it's accessible.

READING AND LITERATURE: The Worlds Students Experience

This guide . . .

1. provides ways for the teacher to determine individual degrees of readiness.

   Shakespeare said, "The readiness is all."

2. suggests procedures to help teachers develop student reading skills.

   The "teaching of reading" means more than having a few books around.

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

   A person really never stops learning how to read. There are always new skills to learn.

4. relates the skills of reading to a total language program.

   Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience, and the whole thing vibrates and responds.

5. makes provisions for a comprehensive literature program.

   Get a lot of books of all kinds in kids' hands.

6. recognizes that it is more important to "engage in" literature than to talk about terms.

   Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.

7. recommends that teachers allow and encourage students to select and read all types of literature, especially contemporary.

   Take the lid off the reading list, and let kids explore.

8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.

   What kids say about literature is important, and so is how they feel about it. Our efforts should be devoted to helping kids extend and deepen their responses.

9. suggests acting and role playing as a means of exploring literature.

   Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it.

EVALUATION: Discovering and Describing Where We Are

This guide . . .

1. has a coherent and useful rationale for evaluation.

   The rationale should be related to philosophy and objectives. The reporting policy should be explicit.

2. stipulates that reporting procedures describe pupil progress, including growth beyond the scope of stated objectives.

   Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides."

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

   Marks and scores are not ends; the end of evaluation should be information useful for furthering achievement.

4. suggests methods of evaluation which help to encourage a pupil, not to discourage him.

   Teachers should encourage and respect any progress a pupil makes rather than punish or badger him for any apparent lack of progress.

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.

   Each pupil learns in a different way at a differing rate from other pupils.

6. suggests that most evaluation be tailored to the students' ability, age, and personality.

   Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at least acknowledged, then evaluation should be individualized.

7. recognizes that the student must be involved in all evaluation.

   Self-evaluation is crucial to learning.

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.

DESIGN: Form, Function, and Flavor

This guide . . .

1. is easy to read; the language is clear and effective.

   Guide writers should set a good example in communicating; our medium has a message.

2. exhibits an appealing form and style.

   An attractive and creative guide will stimulate use.

3. has a format which makes revision convenient.

   A looseleaf format makes a guide more amenable to change.

4. states its relationship to any other curriculum guides published by the school system.

   Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit.

5. suggests as resources a large variety of specific background materials and school services.

   A guide, to be useful, has got to have useable things in it.

6. identifies people and procedures which will promote interdisciplinary activities.

   We can build walls around ourselves with labels like English, social studies, and science.

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